

CHAPTER 15 REQUIREMENTS FOR SPECIAL EDUCATION ENDORSEMENTS

[Prior to 9/7/88, see Education Department[281] Ch 73]
[Prior to 10/3/90, see Education Department[281] Ch 81]

282—15.1(272) Program requirements for special education teaching endorsements.

1. Baccalaureate or master's degree from a regionally accredited institution.
2. Completion of an approved human relations component.
3. Professional education core: completed coursework or evidence of competency in:
Structure of American education.
Philosophies of education.
Professional ethics and legal responsibilities.
Psychology of teaching.
Audiovisual/media/computer technology.
Human growth and development related to the grade level endorsement desired.
Completion of pre-student teaching field-based experiences in special education.

282—15.2(272) Specific requirements. For each of the following teaching endorsements in special education, the applicant must have completed 24 semester hours in special education.

15.2(1) Behavioral disorders.

a. Prekindergarten-kindergarten behavioral disorders. Meet the requirements for the early childhood—special education endorsement (refer to 15.2(9)) and complete coursework in:

- (1) K-12 introduction/characteristics of behavioral disorders.
- (2) A K-6 methods course specific to behavioral disorders.

b. K-6 behavioral disorders.

(1) K-12 introduction/characteristics of behavioral disorders to include etiology of the disability, a historical perspective of its treatment, an overview of current trends in the treatment of the disability, and a study of the impact of the disability on the child and family.

(2) A K-6 methods course specific to behavioral disorders to include an understanding of teaching materials appropriate to behavioral disorders and skill in curriculum planning and modification.

(3) A course of a general survey nature in the area of exceptional children.

(4) A course or courses in the collection and use of academic and behavioral data for the educational diagnosis, assessment, and evaluation of special education pupils which should include:

1. Norm-referenced instruments (including behavioral rating measures).
 2. Criterion-referenced instruments.
 3. Ecological assessment techniques.
 4. Systematic observation.
 5. Individual trait or personality assessments.
 6. Social functioning data.
 7. Application of assessment results to individualized program development and management.
- (5) Coursework or evidence of competency in:

1. Individual behavioral management, behavioral change strategies, and classroom management.

2. Methods and strategies for working with parents, regular classroom teachers, support service personnel, paraprofessionals, and other individuals involved in the education program.

(6) Student teaching specifically in a behavioral disorders K-6 categorical program.

c. 7-12 behavioral disorders.

(1) Same as K-6 behavioral disorders except that methods and student teaching must be 7-12 instead of K-6.

(2) A course in career-vocational programming for special education students.

15.2(2) Mental disabilities: mild/moderate.

a. Prekindergarten-kindergarten mental disabilities. Meet the requirements for early childhood—special education. Refer to 15.2(9).

b. K-6 mental disabilities: mild/moderate.

(1) K-12 introduction/characteristics of mental disabilities to include the etiology of the disability, a historical perspective of its treatment, an overview of current trends in the treatment of the disability, and a study of the impact of the disability on the child and family.

(2) K-6 curriculum, methods and materials course for students with mild mental disabilities (to include the concepts of career-vocational education, transition, and integration).

(3) K-12 functional, age-appropriate, longitudinal curriculum development (life skills) course for students with moderate mental disabilities which should include:

1. Assessment and evaluation.
2. Instructional methodology.
3. Integration and social interactions in regular schools and community environments.
4. Transition process from school to community environments.
5. Career-vocational programming.

(4) A course of a general survey nature in the area of exceptional children.

(5) A course or courses in the collection and use of academic and behavioral data for the educational diagnosis, assessment, and evaluation of special education pupils which should include:

1. Norm-referenced instruments (including behavioral rating measures).
 2. Criterion-referenced instruments.
 3. Ecological assessment techniques.
 4. Systematic observation.
 5. Individual trait or personality assessments.
 6. Social functioning data.
 7. Application of assessment results to individualized program development and management.
- (6) Coursework or evidence of competency in:

1. Individual behavioral management, behavioral change strategies, and classroom management.

2. Methods and strategies for working with parents, regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program.

(7) K-6 student teaching in mild mental disabilities categorical program.

(8) K-6 student teaching in moderate mental disabilities categorical program.

There must be a student teaching experience with both mildly and moderately handicapped students; however, one practicum may be completed if the experiences and responsibilities are comparable to student teaching.

c. 7-12 mental disabilities: mild/moderate.

(1) Same as K-6 mental disabilities except that the mild methods and mild student teaching must be completed 7-12 instead of K-6.

(2) A course in career-vocational programming for special education students.

15.2(3) Mental disabilities: moderate/severe/profound. The holder of this endorsement is authorized to teach students with moderate, severe, and profound multiple handicaps from age 5 to age 21 (and to a maximum allowable age in accord with Iowa Code section 256B.8).

a. Prekindergarten-kindergarten mental disabilities. Meet the requirements for early childhood—special education. Refer to 15.2(9).

b. K-12 mental disabilities: moderate/severe/profound.

(1) K-12 introduction/characteristics of mental disabilities to include the etiology of the disability, a historical perspective of its treatment, an overview of current trends in the treatment of the disability, and a study of the impact of the disability on the child and family.

(2) K-12 functional, age-appropriate, longitudinal curriculum development (life skills) course for students with moderate mental disabilities which should include:

1. Assessment and evaluation.
2. Instructional methodology.
3. Integration and social interactions in regular schools and community environments.
4. Transition process from school to community environments.

5. Career-vocational programming.
- (3) K-12 functional, age-appropriate, longitudinal curriculum development (life skills) course for students with severe/profound multiple handicaps which should include:
 1. Assessment and evaluation.
 2. Instructional methodology covering adaptations and the concept of partial participation.
 3. Integration and social interactions in regular schools and community environments.
 4. Transition process from school to community environments.
 5. Career-vocational programming.
- (4) A course of a general survey nature in the area of exceptional children.
- (5) Coursework or evidence of competency in:
 1. Individual behavioral management, behavioral change strategies, and classroom strategies.
 2. Methods and strategies for working with parents, regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program.
- (6) K-6 or 7-12 student teaching with students who experience moderate mental disabilities.
- (7) K-6 or 7-12 student teaching experience with students with severe/profound multiple handicaps.

There must be a student teaching experience with both moderate and severe/profound multiply handicapped students; however, one practicum may be completed if the experiences and responsibilities are comparable to student teaching.

15.2(4) Learning disabilities.

a. K-6 learning disabilities.

- (1) A K-12 introductory course of learning disabilities that includes a historical perspective to the field's development, characteristics and etiology, definitions and identification procedures, conceptual orientations, treatment and intervention, impact of the disability on the individual and family, and current trends and issues.
 - (2) A K-6 instructional methods and strategies course specific to learning disabilities that at least covers the areas of reading, written expression, listening comprehension, oral language, mathematics, independent student behaviors, social skills, and curriculum development.
 - (3) At least one of the following courses:
 1. Methods in remedial reading.
 2. Methods in remedial mathematics.
 3. Language and language disorders.
 4. Methods in behavioral disorders.
 - (4) A course of a general survey nature in the area of exceptional children.
 - (5) A course or courses in the collection and use of academic and behavioral data for the educational diagnosis, assessment, and evaluation of special education pupils which should include:
 1. Norm-referenced instruments (including behavioral rating measures).
 2. Criterion-referenced instruments.
 3. Ecological assessment techniques.
 4. Systematic observation.
 5. Individual trait or personality assessments.
 6. Social functioning data.
 7. Application of assessment results to individualized program development and management.
 - (6) Coursework or evidence of competency in:
 1. A course in individual behavioral management, behavioral change strategies, and classroom management.
 2. A methods and strategies course for working with parents, regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program.
 - (7) Student teaching specifically in a K-6 learning disabilities categorical program.
- ##### *b. 7-12 learning disabilities.*
- (1) Same as K-6 learning disabilities except that instructional methods and strategies course and student teaching must be 7-12 instead of K-6.

(2) A course in career-vocational programming for special education students.

15.2(5) *Physically handicapped.*

a. Prekindergarten-kindergarten physically handicapped. Meet the requirements for early childhood—special education. Refer to 15.2(9).

b. K-6 physically handicapped.

(1) K-6 introduction/characteristics of physically handicapped to include the etiology of the disability, a historical perspective of its treatment, an overview of current trends in the treatment of the disability, and a study of the impact of the disability on the child and family.

(2) A K-6 methods course specific to physically handicapped to include an understanding of teaching materials appropriate to the physically handicapped and skill in curriculum planning and modification.

(3) A course of a general survey nature in the area of exceptional children.

(4) A course or courses in the collection and use of academic and behavioral data for the educational diagnosis, assessment, and evaluation of special education pupils which should include:

1. Norm-referenced instruments (including behavioral rating measures).
2. Criterion-referenced instruments.
3. Ecological assessment techniques.
4. Systematic observation.
5. Individual trait or personality assessments.
6. Social functioning data.
7. Application of assessment results to individualized program development and management.

(5) Coursework or evidence of competency in:

1. Individual behavioral management, behavioral change strategies, and classroom management.
2. Methods and strategies for working with parents, regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program.

(6) Student teaching specifically in a K-6 physically handicapped categorical program.

c. 7-12 physically handicapped.

(1) Same as K-6 physically handicapped except that methods and student teaching must be 7-12 instead of K-6.

(2) A course in career-vocational programming for special education.

15.2(6) *Hearing impaired.*

a. Prekindergarten-kindergarten hearing impaired. Meet the requirements for the K-6 hearing impaired endorsement and complete coursework in:

(1) Curriculum development and instructional methods for working with young hearing-impaired children (birth through age six).

(2) A course specific to using various communication systems with hearing-impaired children.

(3) The education of hearing-impaired infants and their parents to include the parent-infant relationship, parent training, social/economic issues affecting the family, and development of model parent-infant programs.

(4) A student teaching experience or practicum with hearing-impaired children (birth through age six).

b. K-6 hearing impaired.

(1) Anatomy and physiology of the hearing mechanism.

(2) Language development and disorders.

(3) Teaching academic subjects to the hearing impaired.

(4) Teaching language and speech to the deaf/hearing impaired.

(5) A course in the use of sign language for the hearing impaired.

(6) A course of a general survey nature in the area of exceptional children.

(7) A course or courses in the collection and use of academic and behavioral data for the educational diagnosis, assessment, and evaluation of special education pupils which should include:

1. Norm-referenced instruments (including behavioral rating measures).

2. Criterion-referenced instruments.
3. Ecological assessment techniques.
4. Systematic observation.
5. Individual trait or personality assessments.
6. Social functioning data.
7. Application of assessment results to individualized program development and management.
- (8) Coursework or evidence of competency in:
 1. Individual behavioral management, behavioral change strategies, and classroom management.
 2. Methods and strategies for working with parents, regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program.
 3. Understanding the multiply handicapped child.
- (9) Student teaching specifically in a hearing-impaired K-6 categorical program.
 - c. *7-12 hearing impaired.*
 - (1) Same as K-6 hearing impaired except that student teaching must be 7-12 instead of K-6.
 - (2) A course in career-vocational programming for special education students.
 - d. *Itinerant teacher—hearing impaired.* The holder of this endorsement is authorized to serve as an itinerant teacher with children from birth to 21 years (and to a maximum allowable age in accord with Iowa Code section 256B.8). The applicant shall have met the requirements for one of the above endorsements and in addition thereto the following coursework:
 - (1) Effective techniques for working with families of preschool handicapped children.
 - (2) Consultation processes in special education.
- 15.2(7) Visually impaired.**
 - a. *Prekindergarten-kindergarten visually impaired.* Meet the requirements for early childhood—special education. Refer to 15.2(9).
 - b. *K-6 visually impaired.*
 - (1) Anatomy and physiology of the visual mechanism.
 - (2) Introduction to instruction of the visually impaired.
 - (3) Braille.
 - (4) Techniques of instruction for the visually impaired.
 - (5) A course of a general survey nature in the area of exceptional children.
 - (6) A course or courses in the collection and use of academic and behavioral data for the educational diagnosis, assessment, and evaluation of special education pupils which should include:
 1. Norm-referenced instruments (including behavioral rating measures).
 2. Criterion-referenced instruments.
 3. Ecological assessment techniques.
 4. Systematic observation.
 5. Individual trait or personality assessments.
 6. Social functioning data.
 7. Application of assessment results to individualized program development and management.
 - (7) Coursework or evidence of competency in:
 1. Individual behavioral management, behavioral change strategies, and classroom management.
 2. Methods and strategies for working with parents, regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program.
 3. Understanding the multiply handicapped child.
 - (8) Student teaching in K-6 categorical visually impaired program.
 - c. *7-12 visually impaired.*
 - (1) Same as K-6 visually impaired except that student teaching must be 7-12 instead of K-6.
 - (2) A course in career-vocational programming for special education students.

d. Itinerant teacher—visually impaired. The holder of this endorsement is authorized to serve as an itinerant teacher with children from birth to 21 years (and to a maximum allowable age in accord with Iowa Code section 256B.8). The applicant shall have met the requirements for one of the above endorsements and in addition thereto the following coursework:

- (1) Effective techniques for working with families of preschool handicapped children.
- (2) Consultation processes in special education.

15.2(8) Multicategorical resource teacher—mildly handicapped.

a. K-6 multicategorical resource. The holder of this endorsement must meet the requirements to serve as a teacher of the nonhandicapped. See rule 282—14.18(272).

(1) A K-12 introductory course for providing educational services to the mildly disabled youngsters in multicategorical programs which should include current trends and issues for serving these youngsters, basic theoretical and practical approaches, educational alternatives, implication of federal and state statutes and related services, and the importance of the multidisciplinary team in providing more appropriate educational programming.

(2) A K-6 methods and strategies course which includes numerous models for providing curricular and instructional methodologies utilized in the education of the mildly handicapped.

(3) Two strategy courses chosen from the following list:

1. A methods course for mental disabilities.
2. A methods course for learning disabilities.
3. A methods course for behavioral disorders.
4. A course in remedial reading.
5. A course in remedial mathematics.

(4) A course of a general survey nature in the area of exceptional children.

(5) A course or courses in the collection and use of academic and behavioral data for the educational diagnosis, assessment, and evaluation of special education pupils which should include:

1. Norm-referenced instruments (including behavioral rating measures).
2. Criterion-referenced instruments.
3. Ecological assessment techniques.
4. Systematic observation.
5. Individual trait or personality assessments.
6. Social functioning data.
7. Application of assessment results to individualized program development and management.

(6) Coursework or evidence of competency in:

1. Individual behavioral management, behavioral change strategies, and classroom management.
2. Methods and strategies for working with parents, support services personnel, regular classroom teachers, paraprofessionals, and other individuals involved in the educational program.

(7) Student teaching in a K-6 multicategorical resource room—mildly handicapped.

b. 7-12 multicategorical resource.

(1) The holder of this endorsement must meet the requirements to serve as a teacher of the nonhandicapped. See rule 282—14.18(272).

(2) Same as K-6 except that student teaching and the instructional strategies course for the multicategorical resource room must be 7-12 instead of K-6.

(3) A course in career-vocational programming for special education students.

15.2(9) Early childhood—special education.

a. A course of a general survey nature in the area of exceptional children.

b. Coursework specifically focused on special education children from conception to age three which should include:

- (1) Development.
- (2) Screening, assessment, and evaluation.
- (3) Service delivery models.
- (4) Curriculum, including behavior management.

- (5) Working with adult learners.
 - (6) Pre-student teaching field experience in home instruction programs.
 - c. Coursework specifically focused on special education children from age three to six which should include:
 - (1) Development.
 - (2) Screening, assessment, and evaluation.
 - (3) Service delivery models.
 - (4) Curriculum, including behavior and classroom management.
 - (5) Pre-student teaching field experience to include severely or multiply handicapped.
 - d. A course which focuses on specific strategies for working with adult learners and family systems.
 - e. A course specific to communication development and information on alternative communication systems for special education children.
 - f. A course specific to methods and materials for working with young children with severe/profound or multiple disabilities to include medical issues, exercises in problem solving specific to adaptations of materials, equipment and programs, and utilization of human resources.
 - g. A course which focuses on working with others which explores in depth the myriad of related service agencies at the federal, state, and local levels which may be needed to appropriately serve young children and their families who may be categorized as medically fragile, disadvantaged, handicapped, in need of respite services, or from single-parent families.
 - h. A course in cardiopulmonary resuscitation and first-aid training.
 - i. Adequate preparation in methods and techniques for working with the medically fragile and technologically dependent children.
 - j. A student teaching experience in an early childhood special education program.
- 15.2(10) Multicategorical special class with integration.**
- a. Prekindergarten-kindergarten multicategorical special class with integration. Meet the requirements for the following endorsement: early childhood—special education. Refer to 15.2(9).
 - b. K-6 multicategorical special class with integration. Meet the requirements for two of the following endorsements:
 - (1) K-6 behavioral disorders.
 - (2) K-6 mental disabilities.
 - 1. Mild/moderate, or
 - 2. Moderate/severe/profound.
 - (3) K-6 learning disabilities.
 - (4) One of the endorsements may include:
 - 1. K-6 physically handicapped.
 - 2. K-6 hearing impaired.
 - 3. K-6 visually impaired.
 - c. 7-12 multicategorical special class with integration. Same as K-6 except the grade level must be 7-12.

If all of the requirements for two endorsements are met with the exception of the student teaching experiences, one student teaching experience in a multicategorical special class with integration program may be completed.

15.2(11) Speech and language teacher. Reserved.

15.2(12) Instructional endorsement. Applicants for a special education instructional endorsement may present evidence of three years' successful teaching experience in the type of assignment authorized by the endorsement to appear on the license sought in lieu of the credits in student teaching required for the endorsement, provided the following three conditions are met:

- a. The three years of experience to be substituted for student teaching shall have been gained on a valid license or certificate other than a temporary or emergency certificate or license.
- b. A corresponding number of semester hours of credit is presented in other special education courses, and

c. The institution recommending the applicant for such endorsement agrees to the substitution.

15.2(13) *K-6 mildly disabled.* This endorsement authorizes instruction to mildly disabled children who require special education program adaptations while assigned to a regular classroom for basic instructional purposes, or mildly disabled students placed in a special education class who receive part of their instruction in a regular classroom, or mildly disabled students requiring specially designed instruction while assigned to a regular classroom for basic instructional purposes.

Requirements for this endorsement:

1. Hold a regular education instruction endorsement at the elementary level. For the elementary level, this is the general elementary classroom endorsement (the previous #10 or the current #102).

2. Hold one of the following endorsements at the elementary level: learning disabilities, mild-moderate mentally handicapped, behavioral disorders, multicategorical resource room or multicategorical-special class with integration.

15.2(14) *7-12 mildly disabled.* This endorsement authorizes instruction to mildly disabled children who require special education program adaptations while assigned to a regular classroom for basic instructional purposes, or mildly disabled students placed in a special education class who receive part of their instruction in a regular classroom, or mildly disabled students requiring specially designed instruction while assigned to a regular classroom for basic instructional purposes.

Requirements for this endorsement:

1. Hold a regular education instruction endorsement at the secondary level (grades 7-12).

2. Hold one of the following endorsements at the secondary level: learning disabilities, mild-moderate mentally handicapped, behavioral disorders, multicategorical resource room or multicategorical-special class with integration.

NOTE: These endorsements are designed for programs serving primarily the mildly disabled students; the sensory impaired are not included as "mildly disabled."

282—15.3(272) Special education support personnel.

1. Authorizations requiring a license.

a. Based on teaching endorsements.

(1) Consultant.

(2) Educational strategist.

(3) Itinerant hospital services or home services teacher.

(4) Special education media specialist.

(5) Supervisor of special education—instructional.

(6) Work experience coordinator.

b. Based on school-centered preparation but sequence of coursework does not permit service as a teacher.

(1) School audiologist.

(2) School psychologist.

(3) School social worker.

(4) Speech-language pathologist.

(5) Supervisor of special education—support.

c. Director of special education.

2. Authorizations requiring statements of professional recognition and licenses obtained from the division of licensure, state department of health or the board of nursing.

(1) School audiologist.

(2) School occupational therapist.

(3) School physical therapist.

(4) School social worker.

(5) Special education nurse.

(6) Speech-language pathologist.

There are two avenues available for the authorization. Only one is required.

15.3(1) *Special education consultant.*

a. Authorization. The holder of this endorsement is authorized to serve as a special education consultant. This support personnel provides ongoing assistance to instructional programs for pupils requiring special education.

Consultant endorsements are available in mental disabilities, behavioral disorders, learning disabilities, physical disabilities, hearing impaired, visually impaired, early childhood—special education, multicategorical resource room—mildly handicapped. The early childhood—special education consultant endorsement allows the individual to provide services to programs with pupils below the age of 7. All other consultants can serve programs with pupils from age 5 to 21 (and to a maximum allowable age in accord with Iowa Code section 256B.8).

b. Program requirements.

(1) Degree—master's.

1. Option 1: Master's in special education in an endorsement area listed under rule 15.2(272).

2. Option 2: Master's in another area of education plus 30 graduate semester hours in special education (instructional). These hours may have been part of, or in addition to, the degree requirements.

(2) Content: This sequence is to be at least eight graduate semester hours to include the following:

1. Curriculum development design.

2. Consultation process in special or regular education:

(a) Examination, analysis, and application of a methodological model for consulting with teachers and other adults involved in the educational program.

(b) Interpersonal relations, interaction patterns, interpersonal influence, communication skills.

3. Skills required for conducting a needs assessment, delivering staff in-service needs, and evaluating in-service sessions.

c. Other.

(1) Meet the requirements for the special education teaching endorsement congruent with the consultant authorization desired.

(2) Four years of successful teaching experience, two of which must be congruent with the consultant authorization desired.

15.3(2) Educational strategist.

a. Authorization. The holder of this endorsement is authorized to serve as an educational strategist. This special education support personnel provides assistance to regular classroom teachers in developing intervention strategies for pupils who are mildly handicapped in obtaining an education but can be accommodated in the regular classroom environment.

b. Program requirements.

(1) Degree—master's.

1. Option 1: Master's in special education in an endorsement area listed under rule 15.2(272).

2. Option 2: Master's in another area plus 30 graduate semester hours in special education (instructional). These hours may have been part of, or in addition to, the degree requirements.

(2) Content: Completion of the strategist training program to include the following components to total a minimum of eight graduate semester hours:

1. Interpersonal interaction patterns.

2. Communication skills.

3. Response effectiveness.

4. Educational diagnosis and remediation.

5. Instructional analysis (task, abilities and related processes).

6. Behavior management—motivational factors.

7. Formulation of treatment strategies—concept teaching, teaching strategy format.

8. Practicum in consultative, diagnostic, and treatment design experiences.

c. Other.

(1) Hold one of the special education teaching endorsements. This authorization is restricted to the instructional grade level held:

1. Prekindergarten-kindergarten.

2. K-6.
3. 7-12.

(2) Four years of successful teaching experience, two of which must be completed in regular education.

15.3(3) *Itinerant hospital services or home services teacher.*

a. Authorization. The holder of this endorsement is authorized to provide instructional services to those special education pupils hospitalized or homebound and unable to attend class.

b. Program requirements. Degree—baccalaureate.

c. Other.

(1) Hold a teaching license. This authorization is restricted to the instructional grade level held:

1. Prekindergarten-kindergarten.
2. K-6.
3. 7-12.

(2) Personnel assigned to provide instructional services in psychiatric wards must have the endorsement to serve behavioral disordered students at the proper instructional grade level.

15.3(4) *Special education media specialist.*

a. Authorization. The holder of this endorsement is authorized to serve as a special education media specialist. This support personnel provides correlation of media services only for pupils requiring special education.

b. Program requirements. Degree—master's with emphasis in the specialized area of educational media.

c. Other. Hold one of the teaching endorsements for special education or one of the teaching endorsements outlined under rule 282—14.18(272).

15.3(5) *Supervisor of special education—instructional.*

a. Authorization. The holder of this endorsement is authorized to serve as a supervisor of special education instructional programs. There are two endorsements available within this category:

(1) The early childhood—special education supervisor endorsement allows the individual to provide services to programs with pupils below the age of seven.

(2) The supervisor of special education—instruction endorsement (K-12) allows the individual to provide services to programs with pupils from 5 to 21 (and to a maximum allowable age in accord with Iowa Code section 256B.8).

b. Program requirements.

(1) Degree—master's.

1. Option 1: Master's in special education in an endorsement area listed under rule 15.2(272).

2. Option 2: Master's in another area of education plus 30 graduate semester hours in special education (instructional). These hours may have been part of, or in addition to, the degree requirements.

(2) Hold or meet the requirements for the consultant endorsement.

(3) Content. The program shall include a minimum of 16 graduate semester hours to specifically include the following:

1. Coursework requirements specified for special education consultant. Refer to subrule 15.3(1).
2. Current issues in special education administration.
3. School personnel administration.
4. Program evaluation.
5. Educational leadership.
6. Administration and supervision of special education.
7. Practicum: Special education administration. NOTE: This requirement can be waived based on two years of experience as a special education administrator.
8. Evaluator approval component.

c. Other.

(1) Two years of consultant/supervisor/coordinator/head teacher or equivalent experience in special education.

(2) The supervisor for early childhood—special education would need to meet the requirements for that endorsement. The K-12 supervisor would need to meet the requirements for one special education teaching endorsement to include instructional grade levels K-6 and 7-12.

15.3(6) Work experience coordinator.

a. Authorization. The holder of this endorsement is authorized to provide support service as a work experience coordinator to secondary school programs, grades 7-12 (and to a maximum allowable age in accord with Iowa Code section 256B.8).

b. Program requirements.

(1) Degree—baccalaureate.

(2) Content:

1. A course in career-vocational programming for special education students (if not included in program for 7-12 endorsement).

2. A course in coordination of cooperative occupational education programs.

3. A course in career-vocational assessment and guidance of the handicapped.

c. Other. Hold a special education endorsement—grades 7-12.

15.3(7) School audiologist.

a. Authorization. The holder of this endorsement (or statement of professional recognition) is authorized to serve as a school audiologist to pupils with hearing impairments from birth to 21 (and to a maximum allowable age in accord with Iowa Code section 256B.8).

Option 1:

b. Program requirements.

(1) Degree—a master's degree in audiology.

(2) Content. Completed the requirements in audiology and has also completed the professional education sequence, i.e., 20 semester hours including student teaching/internship as a school audiologist. Courses in the following areas may be recognized for meeting the 20 hours sequence:

1. Curriculum courses (e.g., reading, methods, curriculum development, etc.).

2. Foundations (e.g., philosophy of education, foundations of education, etc.).

3. Educational measurements (e.g., school finance, tests and measurements, measures and evaluation of instruction, etc.).

4. Educational psychology (e.g., educational psychology, educational psychology measures, principles of behavior modification, etc.).

5. Courses in special education (e.g., introduction to special education, learning disabilities, etc.).

6. Child development courses (e.g., human growth and development, principles and theories of child development, history of early childhood education, etc.).

General education courses (e.g., introduction to psychology, sociology, history, literature, humanities, etc.) will not be credited as meeting the 20 hours.

(3) Completion of an approved human relations component.

(4) The program must include preparation that contributes to the education of the handicapped and the gifted and talented.

Option 2:

Statement of professional recognition (SPR).

If a person has completed a master's in audiology but has not completed the education sequence or chooses not to be certified, a license must be obtained from the Iowa state board of speech pathology and audiology examiners, Iowa department of public health. Additionally, the person is required to obtain a statement of professional recognition (SPR) from the board of educational examiners.

Procedure for acquiring the statement of professional recognition: The special education director (or designee) of the area education agency must submit a letter requesting that the authorization be issued. The following documents must be included:

1. A copy of a temporary or regular license issued from the division of licensure, Iowa department of public health.

2. An official transcript reflecting the master's degree in audiology.

A temporary SPR will then be issued for one school year. An approved human relations course must be completed before the start of the next school year. The applicant must provide evidence that:

- (1) The human relations component has been fulfilled within the required time frame, and
- (2) The class of license from the division of licensure is regular in the event a temporary license was issued initially.

15.3(8) School psychologist.

a. Authorization. The holder of this endorsement is authorized to serve as a school psychologist with pupils from birth to 21 (and to a maximum allowable age in accord with Iowa Code section 256B.8).

b. Program requirements.

(1) An applicant shall have completed an approved program of graduate study in preparation for service as a school psychologist through one of the following options:

1. Completion of a master's degree with sufficient graduate semester hours beyond a baccalaureate degree to total 60; or
2. Completion of a specialist's degree of at least 60 graduate semester hours with or without completion of a terminal master's degree program; or
3. Completion of a 60-semester-hour master's degree program.

The program must include a practicum in a school setting designed to give the school psychologist an opportunity to develop an understanding of the role of psychology in the classroom through participation in classroom procedures in a supportive role.

- (2) Complete an approved human relations component.
- (3) The program must include preparation that contributes to the education of the handicapped and the gifted and talented.

15.3(9) Speech-language pathologist.

a. Authorization. The holder of this endorsement (or statement of professional recognition) is authorized to serve as a speech-language pathologist to pupils from birth to 21 (and to a maximum allowable age in accord with Iowa Code section 256B.8).

Option 1:

b. Program requirements.

(1) Degree—master's in speech pathology.

(2) Content. Completion of the requirements in speech pathology and the professional education sequence, i.e., 20 semester hours including student teaching/internship as a school speech-language pathologist. Courses in the following areas may be recognized for meeting the 20 hours sequence:

1. Curriculum courses (e.g., reading, methods, curriculum development, etc.).
2. Foundations (e.g., philosophy of education, foundations of education, etc.).
3. Educational measurements (e.g., school finance, tests and measurements, measures and evaluation of instruction, etc.).
4. Educational psychology (e.g., educational psychology, educational psychology measures, principles of behavior modification, etc.).
5. Courses in special education (e.g., introduction to special education, learning disabilities, etc.).
6. Child development courses (e.g., human growth and development, principles and theories of child development, history and theories of early childhood education, etc.).

General education courses (e.g., introduction to psychology, sociology, history, literature, humanities, etc.) will not be credited as meeting the 20 hours.

- (3) Completion of an approved human relations component.
- (4) The program must include preparation that contributes to the education of the handicapped and the gifted and talented.

Option 2: Statement of professional recognition (SPR).

If a person has completed a master's in speech pathology but has not completed the education sequence or chooses not to be certified, a license must be obtained from the Iowa state board of speech pathology and audiology examiners, Iowa department of public health. Additionally, the person is re-

quired to obtain a statement of professional recognition (SPR) from the board of educational examiners.

Procedure for acquiring the statement of professional recognition. The special education director (or designee) of the area education agency must submit a letter requesting that the authorization be issued. The following documents must be included:

1. A copy of a temporary or regular license issued from the division of licensure, Iowa department of public health.
2. An official transcript reflecting the master's degree in speech pathology. A temporary SPR will then be issued for one school year. An approved human relations course must be completed before the start of the next school year. The applicant must provide evidence that:
 - (1) The human relations component has been fulfilled within the required time frame, and
 - (2) The class of license from the division of licensure is regular in the event a temporary license was issued initially.

15.3(10) Supervisor of special education—support.

a. Authorization. The holder of this endorsement is authorized to serve as a supervisor of special education support programs. (This includes the hearing conservation/educational services which encompass the hearing-impaired instructional programs.)

The supervisor authorization is discipline specific.

b. Program requirements.

- (1) Degree—master's in preparation for school psychology, speech/language pathology, audiology (or education of the hearing impaired), or social work.
- (2) Content. The program shall include a minimum of 16 graduate semester hours to specifically include the following:

1. Consultation process in special or regular education.
2. Current issues in special education administration.
3. Program evaluation.
4. Educational leadership.
5. Administration and supervision of special education.
6. Practicum: Special education administration. NOTE: This requirement can be waived based on two years of experience as a special education administrator.
7. School personnel administration.
8. Evaluator approval component.

c. Other.

- (1) Four years of support service in a school setting with special education students in the specific discipline area desired.
- (2) Meet the practitioner licensure requirements of one of the following endorsements:
 1. School audiologist (or hearing impaired at K-6 and 7-12).
 2. School psychologist.
 3. School social worker.
 4. Speech-language pathologist.

An individual holding a statement of professional recognition is not eligible for the supervisor endorsement.

15.3(11) Director of special education.

a. Authorization. The holder of this endorsement is authorized to serve as a director of special education. Assistant directors, special education coordinators and other equivalent types of positions are required to hold this endorsement.

b. Program requirements. Degree—specialist or its equivalent: A master's degree plus at least 32 semester hours of planned graduate study in administration or special education beyond the master's degree.

- (1) Hold or meet the requirements for supervisor of special education—instructional endorsement (refer to subrule 15.3(5)) or support (refer to subrule 15.3(10)).

(2) Content. The program shall include a minimum of 32 graduate semester hours, 16 semester hours of which are outlined under supervisor of special education—instructional or support.

1. Foundations of school administration.
2. School finance.
3. School law.
4. School-community relations.
5. Electives in educational administration, special education, school psychology, speech/language pathology, audiology, and school social work so that the program totals 32 graduate semester hours.
6. Evaluator approval component.
- c. *Other.*

Option 1:

Instructional. Meet the requirements for one special education teaching endorsement to include at least two of the following levels:

1. Early childhood—special education.
2. K-6.
3. 7-12.

Option 2:

Support. Meet the practitioner licensure requirements for one of the following endorsements:

1. School audiologist.
2. School psychologist.
3. School social worker.
4. Speech-language pathologist.

An individual holding a statement of professional recognition is not eligible for the director endorsement.

15.3(12) School occupational therapist.

a. *Authorization.* The holder of this authorization can serve as a school occupational therapist to pupils with physical impairments from birth to 21 (and to a maximum allowable age in accord with Iowa Code section 256B.8).

The legalization for this support personnel is through a statement of professional recognition (SPR) and not through teacher licensure.

b. *Program requirements.*

- (1) Degree or equivalent baccalaureate in occupational therapy.
- (2) Hold a valid license to practice occupational therapy in Iowa as granted by the division of licensure, state department of health.

Procedure for acquiring a statement of professional recognition (SPR):

The special education director (or designee) of the area education agency must submit a letter to the board of educational examiners, licensure bureau, requesting that the authorization be issued. Additionally, these documents must be submitted:

1. A copy of a temporary or regular license from the division of licensure, Iowa department of public health.
2. An official transcript.

A temporary SPR will then be issued for one school year if the class of license from the department of public health is temporary.

3. A regular SPR will be issued with verification of a regular license and at least a bachelor's degree in occupational therapy.

15.3(13) School physical therapist.

a. *Authorization.* The holder of this authorization can serve as a school physical therapist to pupils with physical impairments from birth to 21 (and to a maximum allowable age in accord with Iowa Code section 256B.8).

The legalization for this support service personnel is through a statement of professional recognition (SPR) and not through teacher licensure.

b. Program requirements.

- (1) Degree or equivalent baccalaureate in physical therapy.
- (2) Holds a valid license to practice physical therapy in Iowa as granted by the division of licensure, Iowa public health department.

Procedure for acquiring a statement of professional recognition (SPR):

The special education director (or designee) of the area education agency must submit a letter to the board of educational examiners, licensure bureau, requesting that the authorization be issued. Additionally, these documents must be submitted:

1. A copy of a temporary or regular license from the division of licensure.
2. An official transcript.

A temporary SPR will then be issued for one school year if the class of license from the department of public health is temporary.

3. A regular SPR will be issued with verification of a regular license and at least a bachelor's degree in physical therapy.

15.3(14) Special education nurse.

a. Authorization. The holder of this authorization is authorized to serve as a special education nurse to pupils requiring special education from birth to 21 (and to a maximum allowable age in accord with Iowa Code section 256B.8).

The legalization for this support service personnel is through a statement of professional recognition (SPR) and not through teacher licensure.

b. Program requirements. Degree—baccalaureate in nursing or master's in nursing.

c. Other.

- (1) Current licensure in the state of Iowa by the board of nursing.
- (2) Two years' experience in public health nursing including service to schools or as a school nurse.

Temporaries. A professional registered nurse who does not meet the criteria of 15.3(4)“c.” The applicant must complete six semester credits of graduate or undergraduate coursework in special education within one school year after receiving temporary authorization.

Procedure for acquiring a statement of professional recognition:

The special education director (or designee) of the area education agency must submit a letter to the board of educational examiners requesting that the statement of professional recognition be issued. Additionally, these documents must be submitted:

1. A copy of the license issued from the Iowa board of nursing.
2. An official transcript.
3. Verification of 15.3(4)“c”(2).

A temporary SPR will then be issued for one school year. An approved human relations course must be completed before the start of the next school year.

15.3(15) School social worker.

a. Authorization. The holder of this endorsement is authorized to serve as a school social worker to pupils from birth to 21 (and to a maximum allowable age in accord with Iowa Code section 256B.8).

Option 1:

b. Program requirements. Master's degree in social work from an accredited school of social work to include a minimum of 20 semester hours coursework (including practicum experience) which demonstrates skills, knowledge, and competencies in the following areas:

- (1) Social work: Study and knowledge in the following three areas:
 1. Assessment (e.g., social, emotional, behavioral, and familial, etc.).
 2. Intervention (e.g., individual, group, family counseling, etc.).
 3. Related studies (e.g., community resource coordination, multidiscipline teaming, organizational behavior, research, etc.).
- (2) Education: Study and knowledge in the following areas:
 1. General education (e.g., school law, foundations of education, methods, psychoeducational measurement, behavior management, child development, etc.).

2. Special education (e.g., exceptional children, psychoeducational measurement, behavior management, special educational regulations, counseling school age children, etc.).

3. Practicum experience: The program shall include an experience in a school setting under the supervision of an experienced school social work practitioner. The practicum shall include experiences in assessment; direct services to children and families; consultation; staffing, community liaison and documentation; which leads to the development of professional identity and the disciplined use of self. If a person has served two years as a school social worker the practicum experience can be waived.

4. Completion of an approved human relations component.

5. The program must include preparation that contributes to the education of the handicapped and the gifted and talented.

Option 2:

Statement of professional recognition (SPR).

The special education director (or designee) of the area education agency must submit a letter requesting that the authorization be issued. Additionally, an official transcript reflecting the master's in social work must be included. If a person qualifies for a regular license, that must also be submitted. A temporary SPR will then be issued for one school year. An approved human relations course must be completed before the start of the next school year. The applicant must provide evidence that the human relations component has been fulfilled within the required time frame.

A temporary SPR will be granted for two additional school years to allow the person time to complete the two years' supervised practice experience that are required before taking the social work license examination and to allow sufficient time to complete successfully the examination and be issued the license. At the end of the third school year, the applicant must submit a copy of a social work license issued by the Iowa department of public health.

282—15.4(272) Conditional special education license. A conditional special education license may be issued to an individual under the following conditions:

1. Holds a valid license.
2. Has completed at least one-half of the credits necessary for a special education endorsement.
3. Files a written request from the employing school official. This written request must indicate approval by the respective area education agency special education official.
4. Statement from a college/university outlining the coursework to be completed for the endorsement.

This conditional license may be issued for a term of up to three years based on the amount of preparation needed to complete the requirements for the endorsement.

These rules are intended to implement Iowa Code chapter 272.

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ØTwo ARCs

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